

Missouri Assessment Program
Spring 2001

Communication Arts
Released Items
Scoring Guide
Grade 11

**Operational Form 2001
Grade 11 Communication Arts**

Session:	1
Item No.:	15
Page No.:	15
Content Standard(s):	2, 5 (Part A)
	4 (Part B)
Process Standard(s):	3.7 (Part A)
	2.1 (Part B)

Item 15

Imagine that you are the poet writing a short letter to your father. Explain what you have finally understood about your father's lesson on bunting. Use details and/or examples from the poem for support.

Example of a top score-point response

Dear Dad,
It took me a long time to understand what you were trying to teach me with your lessons on bunting. Now I see that knowing how to sacrifice, in baseball and in life, is important.

Your Son

Part A (CA 2,5; 3.7)

Score Points

- | | |
|----------|---|
| 2 points | The response includes a complete and reasonable explanation of the most important idea of the poem and uses details and/or examples from the poem as support. |
| 1 point | The response includes a reasonable explanation of the most important idea of the poem, but support is overly general or simplistic. |
| 0 points | Other |

Part B (CA 4; 2.1)

Score Points

- | | |
|----------|---|
| 1 point | The response is written using a correct letter format and includes an opening, a body, and a closing. |
| 0 points | Other |

**Operational Form 2001
Grade 11 Communication Arts**

Session: 1
Item No.: 16
Page No.: 15
Content Standard(s): 2, 5
Process Standard(s): 1.6

Item 16

What “sign” does the son want to send to his father? Use details and/or examples from the poem to support your answer.

Examples of top score-point responses

- The son wants to tell his father that he understands what his father was teaching him. When he was young, all he wanted to do was use his strength and show his power to hit home runs. His father tried to show him the importance of technique and how bunting could be as important. Sacrificing yourself, absorbing some of the impact of a pitch or of life, might be as important to the team as power.
- The poem itself is the “sign.” He is addressing it to his father, to let the father know that his long-ago lessons about control, technique, and making sacrifices for the good of others finally have meaning for the son.

Score Points

- 2 points The response includes a complete and reasonable explanation of the son’s message and uses details and/or examples from the poem as support.
- 1 point The response includes a reasonable explanation of the son’s message, but support is overly general or simplistic.
- 0 points Other

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Grade 11 Communication Arts**

Session: 1
Item No.: 17
Page No.: 16
Content Standard(s): 2, 5
Process Standard(s): 3.6

Item 17

The son's approach and his father's approach to hitting are quite different. What do their different approaches show about what is important to each of them? Use details and/or examples from the poem to support your answer.

Examples of top score-point responses

- Son: home runs = power, glory, individual achievement and recognition
Father: bunts = control, sacrifice, importance of teamwork, putting the good of others first
- The speaker just wanted to hit home runs. He was interested in power, glory, individual achievement, and recognition.
The father knew that sacrifice is important. To him, bunting meant control, teamwork, and putting the good of others ahead of his own glory.

Score Points

- 2 points The response includes a complete and reasonable explanation of what is important to both father and son and uses details and/or examples from the poem as support.
- 1 point The response is a reasonable explanation of what is important to both, but support is overly general or simplistic.
- 0 points Other

**Operational Form 2001
Grade 11 Communication Arts**

Session: 1
Item No.: 18
Page No.: 16
Content Standard(s): 2, 5
Process Standard(s): 2.4

Item 18

The poem is written from the point of view of the son. Would the poem be more effective or less effective if the author had chosen to write the poem from a third-person point of view? Use details and/or examples from the poem to support your answer.

Examples of top score-point responses

- The poem would be less effective because it would be less personal. Now it seems as if the son is speaking directly to the father. You can tell he admired his father. He says, “You could drop it like a seed,” and “I admired your style.” That has more emotion than “The son admired his father.”
- It would be more effective in third person, because the poet could show what was in the father’s mind when he made the son rehearse the bunt and when he talked about basics never changing. Did he really mean that sacrifice was important in life, or was he just thinking about baseball?

Score Points

- 2 points The response includes a complete and reasonable explanation for why the poem would be more or less effective and uses details and/or examples from the poem as support.
- 1 point The response includes a reasonable explanation for why the poem would be more or less effective, but support is overly general or simplistic.
- 0 points Other

Operational Form 2001
Grade 11 Communication Arts
Writing Prompt
Session 2

4 Points

The paper:

- Has an effective beginning, middle, and end.
- Uses paragraphing effectively.
- Contains a strong controlling idea.
- Progresses in a logical order.
- Uses effective cohesive devices (such as transitions, repetition, pronouns, parallel structure) between and within paragraphs.
- Clearly addresses the topic and provides convincing elaboration through specific and relevant details, reasons, and examples.
- Uses precise and vivid language.
- Contains sentences that are clear and varied in structure.
- Effectively uses writing techniques (such as imagery, humor, point of view, voice).
- Shows complexity, freshness of thought, and individual perspective.
- Clearly shows an awareness of audience and purpose.
- Contains few errors in grammar/usage, punctuation, capitalization, and/or spelling.

3 Points

The paper:

- Has a clear beginning, middle, and end.
- Uses paragraphing appropriately.
- Contains a controlling idea.
- Generally progresses in a logical order.
- Uses cohesive devices between and within paragraphs.
- Addresses the topic using relevant details, reasons, and examples.
- Uses precise language.
- Contains sentences that are clear and show some variety in structure.
- Uses writing techniques.
- Shows some complexity, freshness of thought, and/or individual perspective.
- Shows an awareness of audience and purpose.
- May contain errors in grammar/usage, punctuation, capitalization, and/or spelling that are not distracting to the reader.

2 Points

The paper:

- Has evidence of a beginning, middle, and end.
- Shows evidence of paragraphing.
- May contain a sense of direction, but may lack focus.
- May not progress in a logical order.
- May not use cohesive devices.
- Addresses the topic, but relies on generalities (lists) rather than specifics (development).
- May use imprecise language.
- Contains sentences that are generally clear but may lack variety and complexity.
- Attempts to use some writing techniques.
- May lack complexity, freshness of thought, and/or individual perspective.
- Shows some awareness of audience and purpose.
- Contains errors in grammar/usage, punctuation, capitalization, and/or spelling that may be distracting to the reader.

Operational Form 2001
Grade 11 Communication Arts
Writing Prompt
Session 2

1 Point

The paper:

- May lack evidence of a beginning, middle, and/or end.
- May lack evidence of paragraphing.
- Is difficult to follow and lacks focus.
- Does not progress in a logical order, and may digress to unrelated topics.
- Lacks cohesion.
- May address the topic, but lacks details.
- Uses imprecise language.
- Contains sentences that lack variety and clarity.
- Shows little or no evidence of writing techniques.
- Lacks complexity, freshness of thought, and individual perspective.
- Shows little or no awareness of audience or purpose.
- Contains repeated errors in grammar/usage, punctuation, capitalization and/or spelling that are distracting to the reader.